

The Use of a Cooperative Learning Activity: Think Pair Share to Teach Reading News Item Text to the Tenth Graders

THE USE OF A COOPERATIVE LEARNING ACTIVITY: THINK PAIR SHARE TO TEACH READING NEWS ITEM TEXT TO THE TENTH GRADERS

Nur Fajriyah

S1-English Education, Language and Art Faculty, State University of Surabaya

nurfajriyah_91@ymail.com

Dra. Hj. Syukriah Abdullah

Lecturer of S-1 English Education, Faculty of Language and Art, State University of Surabaya

Abstrak

Membaca adalah salah satu keahlian yg harus dikuasai dalam Bahasa Inggris. Keahlian membaca dibutuhkan tidak hanya untuk tujuan pembelajaran tapi juga dalam kehidupan sehari-hari. News item adalah salah satu teks yg harus dipelajari oleh siswa kelas X. Teks news item adalah teks yg memberikan informasi kepada pembaca tentang informasi terbaru yg terdiri dari kejadian utama, latar belakang kejadian, dan sumber informasi. Walaupun teks tersebut harus dikuasai oleh siswa kelas sepuluh, beberapa dari mereka masih menemui kesulitan dalam memahaminya terutama memahami kata-kata sulit. Mereka membutuhkan teknik yg bisa membuat mereka memahaminya dengan mudah. Dalam penelitian ini penulis menggunakan teknik think-pair-share. Teknik ini memberikan banyak kemudahan kepada siswa untuk belajar berkelompok, menyampaikan ide didepan kelas, dan saling membantu untuk mencapai pemahaman. Tujuan dari penelitian ini adalah untuk menjelaskan penerapan teknik think-pair-share, kemampuan membaca siswa setelah penerapan teknik think-pair-share, dan respon siswa terhadap teknik tersebut. Penelitian ini dilakukan selama 4 kali di SMAN 1 Driyorejo yg terdiri dari 32 siswa. Peneliti menggunakan lembar observasi, tugas siswa, dan kuesioner sebagai instrumen penelitian. Teknik ini berhasil diterapkan dikelas. Siswa dapat menggunakannya dengan baik dan saling membantu untuk memperoleh pemahaman di tahap "stage". Hal ini juga didukung oleh hasil tugas siswa yg menunjukkan bahwa kemampuan membaca mereka meningkat setelah penerapan think-pair-share. Hasil dari kuesioner menunjukkan bahwa mereka menyukai teknik think-pair-share dan bisa membuat kemampuan membaca mereka meningkat. Selain itu teknik tersebut juga bisa memotivasi siswa untuk lebih aktif karena aktifitasnya yg menarik dan tidak membosankan. Mereka setuju jika guru memakai teknik tersebut untuk mengajar materi membaca.

Kata Kunci: Kemampuan membaca, cooperative learning, teks news item, think pair share

Abstract

Reading is one of the skills that should be mastered in English. It is needed not only for learning purpose but also in daily life. News item text is one of the texts which should be learned by the tenth graders. It is a text which informs the reader about the latest information. It consists of newsworthy event, background of event, and source of information. Even though it should be mastered by tenth graders, some of them still have difficulties in understanding the text especially the difficult words. They need an appropriate technique to make them comprehend it easily. Here the researcher uses think-pair-share technique. It gives some ease to the students such as the ability to work cooperatively, share the idea in front of the class, and help each other to gain the understanding. The aim of the study is to describe the implementation of the technique, the students' reading ability after the implementation of the technique, and the students' response toward the use of the technique. This study is conducted for four times in descriptive qualitative manner. It is done in class X-7 of SMAN 1 Driyorejo Gresik which consists of 32 students. She uses observation sheet, students' task, and questionnaire as the research instruments. The technique is successfully implemented in the classroom. The students can do it well and help each other to get the comprehension in share stage. It is also supported by the results of students' task which show that their reading ability is better after the implementation of the technique. The results of the questionnaire present that they like the technique because it can increase their reading ability. Besides that it also can motivate the students to be more active since the activity is interesting and not boring. They agree if in future the teacher will use it as an activity to teach reading material.

Key words: Reading ability, cooperative learning, news item text, think pair share

INTRODUCTION

Reading is one of the most difficult skills in learning English. It is about understanding written texts. It is a complex activity that involves both perception and thought. Anderson (1999) stated that "Reading is a fluent process of readers combining information from a text and

their own background knowledge to build meaning". It is not only about understanding the vocabulary but also comprehending the meaning of the text. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of

The Use of a Cooperative Learning Activity: Think Pair Share to Teach Reading News Item Text to the Tenth Graders

perceiving how written symbols correspond to one's spoken language, while comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Learning to read is an important educational goal. For both children and adults, especially young learners, the ability to read opens up new worlds and opportunities. As stated by Nunan (1999:66) that reading is the most important skill to master in order to ensure success not only in learning English, but also in learning any content class where reading in English is required. It enables us to gain new knowledge, enjoy literature, and do everyday things which are needed in this modern life, such as, reading the newspapers, job opportunities, magazines, and so on. Brown (2003) stated that there are some characteristics of written language. Those are permanence, processing time, distance, orthography, complexity, vocabulary, and formality. Readers need to understand those components in order to understand the text deeply. They also have to know the purpose of reading the text in order to gain the potential distracting information from it. .

There are two kinds of reading processes: intensive reading and extensive reading. Brown (2003) defined intensive reading as a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. It deals with short passage and textbook activity to develop comprehension. Extensive reading is used to achieve a general understanding of a longer text which is usually done outside of class time. In this case, intensive reading is the one which needs technique for the teaching in the classroom.

Most students in Indonesia learn to read in their native language easily. Yet others learn to read a second, third or additional language, especially English, without understanding the language well. They need to understand the difficult vocabulary first if they want to understand it. The teacher has to find out an appropriate technique in order to make the students comprehend reading materials well. In reading a text students have intrinsic and extrinsic motivation. Intrinsic motivation comes from the individual, while extrinsic motivation comes from outside factors. A person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. In this case, teacher needs to find the right instruction and technique to motivate them. The technique needs to take into some different types of learners and their needs. Based on the learner's type, there are two processes of reading: silent reading and oral reading. Silent reading activity can be done silently and individually, while oral reading can be

done orally and can be done together with their partner or classmates. Both silent and oral reading has advantages and disadvantages, so the teacher needs to find a technique which can combine both activities in order to minimize the disadvantages.

Teaching reading is not a simple job for most English teachers, especially in EFL class. Students usually feel bored with the monotonous activity and also the difficult vocabulary which make them difficult to understand the text. To solve it all, many experts have found some appropriate techniques to teach reading. Cooperative learning is one of the appropriate strategies in teaching reading. It belongs to both silent reading and oral reading activity which can be used to teach intensive reading. It offers many benefits to students as a way to build student-to-student interactions, allow students to work together toward a common goal, and facilitate discussions and processing of information. Cooperative Learning is an enjoyable method in learning the reading skill. Furthermore, it creates an atmosphere in which each student will make an effort to reach success (Slavin, 2001:16). Throughout cooperative learning, students are actively involved with the content and with other learners. In order for a successful implementation of cooperative activities, the activities should be planned, organized, and structured with other tasks that are related to the Objectives (Halpern, retrieved 2013).

Nessel & Graham (2007) stated that Think-pair-share (TPS) provide instructional benefits such as increased time on task, active involvement, and practice of listening skills. It is a useful learning strategy that can be used by all grade levels and all content area subjects. While Davidson & Worsham (1992:21) stated that "Cooperative learning procedures are designed to engage students actively in the learning process through inquiry and discussion with their peers in small groups". It is an effective strategy used to assist learners in thinking more deeply, as well as allow students the opportunity to practice in communicating their thoughts and ideas with peers and teachers. Furthermore they will get a lot of experiences in learning cooperatively which will make them more enjoy.

News item text is one of texts which can be taught using think pair share. It is a text which should be mastered by students of senior high level. It is very useful not only in the classroom but also in daily life such as newspaper. By using think pair share technique, the students can work cooperatively in order to understand the text especially the difficult words in it. It increases not only students' reading ability but also speaking and listening ability.

METHODS

The objective of the research was to describe the implementation of a cooperative learning: *think pair share to teach reading news item text*. It was conducted in descriptive qualitative that emphasize the process rather than the product or outcome (Sugiyono, 2010: 22). In the process, the researcher observed the teaching-learning process in order to get the data in detail.

The study was conducted in SMAN 1 Driyorejo Gresik at class X-7 which consisted of 32 students. The researcher chose them as a subject because one of the teachers was willing to apply this technique to his students. Besides that, they were taught news item text and needed a technique to make their ability in reading better.

The researcher used observation sheet, students' task, and questionnaire as the instrument to collect the data. She observed the teaching learning-process using think pair share technique by using observation checklist. She used students' task to describe the students' reading ability after the implementation of the technique, and she used questionnaire to describe the students' responses toward the use of the technique.

The result of observation sheet was described from the first until the last meeting in each stage. She described the entire situation in the classroom and the students and teacher's activity.

The result of students' task was described in the form of words. She categorized students' score based on the absolute grading scale. Then, she could explain the students reading ability after the use of the technique.

The result of questionnaire was described in the form of words. She categorized the answer from each question and concluded the result of it based on the students opinion.

RESULTS

The observation was conducted for four times from April 22nd to April 30th, 2013. She observed the teaching-learning process from the first until the last meeting. At the first meeting, the students were not interested in the technique. They didn't put much attention to the teacher's explanation and made some noise in the classroom. Furthermore they still didn't understand the procedure of it well. At the second meeting, the students were still noisy and didn't brave enough to share their ideas in share stage. The teacher monitored the discussion by walking around the class and warned them not to make noise.

At the third meeting the students were sleepy after having an activity in the school, thus the teacher stimulate their spirit by giving a game called "simon says". After doing the game, the students were more spirit

than before. They did the technique very well although they still couldn't reduce the noise. In share stage, they were braver than the previous meeting. It could be seen from the students who wanted to come forward and share their answer. At the last meeting, the students were ready to get teaching-learning process. They got a new text about popular celebrity. It made them more interested to join the lesson. In this meeting, the teacher didn't have to explain the procedure of think pair share technique again because they had understood it very well. At share stage, many students wanted to come forward and showed their discussion in pair stage in front of others. They enjoyed the teaching-learning process using the technique.

Students' task was given four times after the implementation of think pair share technique. The questions were related to the text which had been discussed before by using the technique. The result of students' task was not so good at the first meeting. There were 2 students got falling, 8 students got inadequate, 17 students got adequate, and 5 others got good score. At the second meeting there were 7 students who still got inadequate, 18 students got adequate, and 7 students got good score. None of them got excellent score. At the third meeting no one got inadequate, 15 students got adequate, 10 students got good score, and 7 others got excellent score. It showed quite different result from the first and the second meeting. At the last meeting, the score was satisfying. No one got inadequate score, 4 students got adequate, 13 students got good score, and 15 others got excellent score. It showed that their reading ability was better after the implementation of think pair share technique.

Questionnaire was given at the last meeting to know the students' response toward the use of think pair share technique. From the result of the questionnaire, it could be described that most of the students liked English lesson, but they also faced many difficulties in learning it. In reading lesson, most of them didn't like it. They thought that reading was the most difficult skills in English. It was because the difficult words, the boring activity in the classroom, and their difficulty in concentrating to the text. It showed that reading was still considered as a difficult lesson for them.

Most of the students had known about news item text. When the question was related to cooperative learning, most of them didn't understand that. Yet they agreed if the teacher used discussion or pair working in reading class. The last point was about their responses through the implementation of think pair share technique in the classroom. All of them answered "very like" in the use of think pair share technique to teach reading. They also answered that their reading ability were better after

the implementation of the technique. They answered very agree if in the future the teacher would implement this technique to teach in reading class.

DISCUSSION

In implementing this technique, the teacher didn't do exactly the same as the procedure of think pair share which was written in chapter 2. He didn't change the partner in the pair stage due the limited time. He didn't choose them randomly to give the chance to the rest of students whom hadn't performed yet. At first, most students didn't like reading activity. In the first and second meeting, some of them were still noisy and sleepy during the lesson, especially in 'pair' stage. They felt so shy and didn't show any attention to the lesson. Their performance in the 'share' stage wasn't good enough. They didn't want to come forward and answered the questions. The teacher needed to go to their seat in order to make them come forward. Some pairs were willing to come forward, but they still couldn't answer some questions correctly.

The students' score showed better result at the third and the last meeting. The students felt so excited to do the lesson. The teacher gave some prizes to make them more enthusiastic. He also inserted a picture in the text and chose the topic that would interest them. This strategy was successful enough to stimulate their spirit. As stated by Brown (2003) that cooperative learning belongs to intrinsic motivation. It could result community strength and status security. Although in pair stage they were still noisy, most of them were ready and didn't feel shy anymore to present their work. In 'share' stage, they showed good presentation. Most of them could answer the questions correctly. Although some of them still made mistakes, their friends and the teacher were always ready to correct them.

Cooperative learning activity in this case think pair share required the students to be actively involved in the teaching-learning process. They should help each other in order to understand a lesson. In this case, they did interactive process in pair and share activity. As a result, the classroom became so noisy and crowded. Here, the teacher's role was really needed. He walked around the classroom and observed their activity. The teacher could minimize the noise by warning them not to speak too loud. He didn't take it as a big deal since the discussion was for learning purpose.

As a new technique applied for reading activity, think pair share had also some weaknesses. The first problem was time management. Senior high school students had only 90 minutes each meeting. The teacher couldn't allocate the time exactly as the planning. He

should consider the situation of the students and also the capability to be on time in the classroom. As a teacher, he sometimes had to join the meeting which spent classroom hour.

The second problem was the noise made by the students. Some of them didn't talk about the lesson but had an unimportant conversation with their friends. They also could disturb another class which perhaps had a serious lesson which needed full concentration.

CONCLUSION

5.1 Conclusion

From the analysis, it can be concluded that a cooperative learning activity namely think pair share is successfully implemented to teach reading news item text, to know the students' reading ability, and to know their response toward the use of it.

In the teaching-learning process, the teacher asked the students to read the text individually. It was called "think" stage. Then, they were asked to discuss their answer with the partner. It was called "pair" stage. After that, the teacher called some partners to come forward and present their works. It consisted of retelling the story, classifying the generic structure, getting the meaning of difficult vocabularies, changing some sentences into simple past tense and direct indirect speech. This stage was called "share" stage. The researcher conducted this study in four meetings.

The study is conducted for four times. The first meeting is not satisfying. Many students are so noisy and can't perform their answer well. Yet at the fourth meeting they show their improvement especially in share stage. They are more attractive and have understood the procedure of the technique. All of them can do the teaching learning process by using think pair technique.

The students' reading ability is better from the first until the last meeting after the use of the technique. At the first meeting some students still get unsatisfactory score and nobody got excellent score. Yet at the last meeting only four students get adequate score which is the lowest score in this meeting while 15 students can reach excellent score. It shows that their reading ability is improved after the use of think pair share technique.

The students' response toward the use of think pair share technique is very good. At first most of them like English lesson, but they do not like reading lesson. They find many problems in that especially in understanding the difficult vocabulary. Yet After the implementation of think pair share technique their reading ability is improved. They like the technique and also agree if the teacher will use it in the classroom.

REFERENCES

- Anderson, N. 2003. *Practical English language Teaching*. New York: McGraw-Hill Companies, Inc.
- Brown, H. D. 2003. *Language Assessment: Principles and Classroom Practices*. USA: Longman
- Brown, H. D. *Teaching by Principles: An Interactive Purpose to Language Pedagogy*. 2003: Longman
- Depdiknas, 2004. *Kurikulum 2004, Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*. Jakarta
- Harmer, Jeremy. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. England: Addison Wesley Longman Limited.
- Harmer, Jeremy. 2003. *Language Assessment: Principles and Classroom Practices*. America: Longman
- Harmer, Jeremy. 2001. *Teacher Knowledge; Core Concepts in English Language Teaching*. England: Pearson Education Limited
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Kagan, Spencer. 1994. *Cooperative Learning*. San Clemente, CA: Kagan Publishing
- Nunan, David. 1991. *Language Teaching Methodology. National Centre for English Language Teaching and Reserach*. Macrique University: Sydney
- Nessel, D. D., & Graham, J. M. (2007). *Thinking strategies for student achievement: Improving learning across the curriculum, K-12 (2nd ed.)*. Thousand Oaks, CA: Corwin Press.
- Nunan, D. 1999. *Second Language Teaching and Learning*. USA: Heinle & Heinle Publisher
- Slavin, R. E. 1997. *Cooperative learning: Theory, Research, and Practice 5th Edition*. Boston: Allyn and Bacon, a Viacom Company

ACKNOWLEDGEMENT

I would like to say my gratitude to:

1. My supervisor (Dra. Hj. Syukriah Abdullah)
2. My Examiners (Dra. Theresia Kumalarini, M.Pd. & Him'mawan Adi N., S.Pd., M.Pd)
3. Participants of the study (Mr. Agus Setiawan S.Pd and his students in Class X-7)